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ABSTRACT

The goal of the project was to provide educational and guidance personnel in vocational and technical fields with new perspectives relating to teaching and counseling Mexican-American students. A two-week institute was held in June, 1973 at the University of Arizona for counselors, administrators, teachers, and student representatives of high schools with large minority populations in Arizona, New Mexico, and California. Objectives of the institute related to providing career information and increasing awareness of cultural differences. Based on participant assessment of the problems facing the Mexican-American students in their relationship with counselors and teachers, a pilot program to increase the relevancy of the school program was developed. Also developed were programs for a bilingual resource center and a program to improve communication between teachers and minority students--project "RAP." The report of the project describes the institute, presents the programs developed, and includes the program schedule and participant lists. The evaluation instrument is also included with tabulated results and comments from participating groups--administrators, students, counselors, and teachers. (NJ)

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FINAL REPORT
1972-73

INSTITUTE FOR GUIDANCE, COUNSELING, ADMINISTRATIVE, SUPERVISORY AND TEACHING PERSONNEL IN VOCATIONAL PROGRAMS FOR CHICANO STUDENTS AT THE SECONDARY OR POST-SECONDARY SCHOOL LEVEL

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FOR
GUIDANCE, COUNSELING, ADMINISTRATIVE, SUPERVISORY
AND TEACHING PERSONNEL IN VOCATIONAL PROGRAMS FOR
CHICANO STUDENTS AT THE SECONDARY OR POST-SECONDARY SCHOOL LEVEL

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Division of Vocational Education, Phoenix, Arizona 85007

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VT 102 886

SUMMARY ABSTRACT

The proposal for the project, An Institute for Guidance, Counseling, Administrative, Supervisory and Teaching Personnel in Vocational Programs for Chicano Students at the Secondary or Post-Secondary School Level:was submitted by Dr. Robert Kerwood, Director of Professional Development in November 1972. Dr. Kerwood in turn submitted the proposal to the Advisory Council for Professional Development for criticism and evaluation. After minor changes, the revised proposal was taken by Mr. Eugene Dorr, Associate Superintendent for Career Education and Director of Vocational Education to the Arizona State Board of Education for final approval in January 1973.

Applications were sent to 35 high schools in Arizona, California and New Mexico. The applications were sent to administrators, department chairmen and teachers in schools that have a large percentage of Mexican - American students. Thirty-six applications were returned and 24 adults actually participated in the institute.

The goals and objectives for this institute and their fulfillment were as follows:

1. The basic goal of this project is to provide educational and guidance personnel in vocational and technical fields with new perspectives relating to counseling and guidance and new approaches in education in those fields as related to Span - ish Speaking students.

   At the beginning of the institute the participants were given an Awareness and Perception Check to be used as the basis for the development of the institute. The adult partici - pants were asked to list how they saw the Mexican-American student. In turn, the student participants were asked to list how they saw the teacher or counselor. Adults and students were able to recognize problems they both felt had to be overcome during the institute and in their own schools if effective counseling of the Mexican-American student was to take place.

   100% of the participants were able to identify and list apecific problems faced by the Mexican-American student in his relationship with teachers and counselors.

   Some of the problems identified:

   a. Awareness of cultural background is needed.
   b. Appreciation for cultural development is limited.

c. Awareness for career information is limited.
d. Appreciation for careers is limited.
e. Experience in career information is limited.
f. The "Whole Individual" concept is not being stressed.
g. Direct emphasis to the "Self" and how he fits into the total environmental picture is lacking.
h. Lack of teacher and administrative understanding of ethnic differences.

1.1. To provide a working knowledge of information in regards to requirements needed to enter the labor market.

100% of the participants were informed by the visiting consultants of what is needed by the Mexican-American student to better prepare him to enter the labor market. Materials handed out by the consultants in relationship to their occupational areas will give the teachers and counselors a more realistic basis on which to more effectively counsel the Mexican-American student into making a wise career choice.

1.1.1. A two week institute will be held at the University of Arizona involving fifty counselors, teachers and supervisory personnel from secondary and post-secondary schools in Arizona, California and New Mexico. In addition, it is hoped that fifteen students, representative of local high schools, junior college and university will be included in the project.

A two week institute was held at the University of Arizona beginning June 18 and ending June 29, 1973. Included in the group were 24 teachers, counselors or administrators and 14 students. Three representatives were from California and two from New Mexico. A conflict existed between this institute and another sponsored by the Pima County Career Development Center which was offered at the same time. Many counselors from the second institute attended the afternoon sessions of this institute and were able to offer many useful suggestions to the participants.

1.2. To provide information of the requirements needed for entering special areas of employment.

100% of the participants were given information and materials concerning the requirements needed to enter into special areas of employment. Consultants from the areas of Medicine, Engineering, Marketing, Homemaking related

occupations, Manufacturing and other areas where special training is needed were used to provide the participants with information and materials necessary to more effectively counsel their students.

1.3. To provide information related to the opportunities for advancement and training available within the different areas of employment.

100% of the consultants provided the participants with charts, graphs and job classifications within their respective areas of employment indicating the opportunities for advancement and training given their employees within their companies; or paid for by the company so that promising employees may attend the local junior college or university.

Due to lack of time within the two weeks consultants from unions and apprenticeship programs were not used. Some of the participants indicated that this should be done in the future, and every effort will be made to do this.

1.4. To provide a working knowledge of cultural information about Chicanos in the Southwest-Historical, Social, Attitudes, Family, Geographic location and mobility.

100% of the participants, during the institute were given the following publications from the United States Commission on Civil Rights.

1. Report 1: Ethnic Isolation of Mexican-Americans in the Public Schools in the Southwest.
   Mexican-American Study, April 1971.
2. Report 2: Outcomes for Minorities in the Five Southwestern States.
   The Unfinished Education, October 1971.
3. Report 3: Mexican-American Education in Texas.
   A Function of Wealth, August 1972.

In addition, the participants were presented in the form of films and lectures the historical to present aspects of the Mexican-American culture and social structure plus information and examples of the language problem faced by the Mexican-American in his attempt to function within an Anglo society.

1.5. To provide information of the need for bilingual personnel in all phases of industry in the Southwest United States.

90% of the consultants were able to identify for the participants areas of greatest need for bilingual personnel and the problems faced by some industries in their efforts to recruit this type of qualified personnel, also how the public schools can better prepare their students to enter into these areas of employment.

A field trip was taken to the twin plant area of Mexico-Arizona where 37 American companies are presently located. It was particularly eye opening to some of the participants who had never seen industry of this type in operation, and to learn the problem faced by the American companies located on the U.S.-American border in their search for qualified bilingual supervisory personnel.

Many consultants felt that schools should play a greater role in providing the minority student with as broad an exploration into the areas of careers than is presently being done. In this way these students would be able to prepare to enter into a career that is most suitable to them, be it an entry junior college or university level career.

1.1.6 A post-institute workshop will be held on November 30 and December 1, 1973 to begin the basis for evaluation of the workshop and to make recommendations for future workshops.

A post institute workshop was held on December 1, 1973 at the University of Arizona with 19 adults and students in attendance.

1.1.6.1 Evaluation will be based on:

(a) Change in perception of cultural variance in Chicano-Anglo population centers.

Due to the small number of out-of-state participants very little was done to point out the cultural varients within these areas with one exception of a more militant aspect. The participants were made aware of the different feelings only in

two areas of California and one in New Mexico. 100% of the Arizona participants were able to identify and list common variations which were applicable to their respective schools.

(b) Educational program changes resulting from awareness gained in the two-week institute.

What plans or programs have felt a change or are in the process of being changed?

Personnel Change

-attitude toward fellow students in general (more-accepting)
-more willing to accept cultural differences
-realized that this seminar was going to be more than a fun time
-concept of teacher and counselor as seen by the student is vastly different than the counselor's own perception of self
-Seminar was a stimulus for self-improvement
-going to the counselor was reported by some students
-students started to see counselor as a person
-students saw problem of other Mexican-Americans that they didn't realize existed
-evaluate what you are doing and change to take an active interest in others
-became aware that Anglos were not aware of the problems of the Mexican-American
-realization of the problems that exist.
  a. wrong teachers and counselors (matching of students and faculty should be consciously attempted)
  b. secretaries and administrators should be matched, also
  c. communication of administrators and others (parents) should be improved (administrators must meet more frequently to get their game together)
  d. teachers should start listening to the students
  e. the need for students to exert their own feelings and decisions

What Should Be Changed

-"New Start" program for 7th and 8th graders
-More student resource students and teachers going to junior high and elementary grades (Cholla already doing it)
-Who you know means that you get ahead. (Working hard may not get you there). Do we teach the ideal and the right way or do we teach the gut way?
-Tutoring should be available
-Learn the politics of school - see the principal. Things can work for you.
-Students should feel free to come see teacher on an informal basis
-Parents need continuous education (some programs are already in operation to do this)
-Learn to relate to your own parents - you may have to take the initiative
-Use first name at high school (for teachers and others)
-More informal atmosphere in school, more respect will follow
-Revitalize yourself. Figure out ways to revitalize teachers, counselors, and administrators.
-Health careers are not publicized
-The need for alternate options to the present school system

Miscellaneous Thoughts and Ideas

-Students work with and observe counselors at work. Then it is possible for student to evaluate what is being done and appreciate what the problems are
-Counselors and others help feed information to seniors and others
-Counselors get together and pull college information together so it is readily accessible.
-Get list of U of A professors who are approachable and human.
-Students get together for "bitch" sessions with administrators.
-New Start and others whould schedule meetings far in advance so as to avoid conflicts
-How much are scholarship, financial aid, BEOG, etc., publicized? Not much. Set up meetings.
-How much do you know about vocations, job possibilities, your strengths and weaknesses, how to apply for a job, etc.?

Characteristics That Students Should Develop

-Seek out those who can hlep you, counselor, parent, relatives, government agencies, etc. (Learn to seek out those who can help).
-If something is going wrong, find someone who will help, stay with it until you get a solution.
-Educate yourself in connection with formal school education, observe others and how they got there.
-Eat as well as you can. Take care of your body.
-It is never too late to start after more education, a new girl friend or a boy friend.
-You can do it even tho your grade point average is too low.
-If you are still exploring job possibilities at age 24, you are still on schedule.
-We need a "Med" Start for everything.
-Someone may need to lead you by the hand for a while before you take off on your own.

(c) Participants contributions towards improved counseling of Chicano students.

During the two-week institute the participants were divided into five groups to attempt to identify problems within their schools and to write proposals that would help them more effectively counsel Chicano students and how to work with other counselors and teachers to attain this goal. Five proposals were written and given to all participants at the end of the two weeks.
Included in the groups were the student lab assistants who had a tremendous impact on the adults with their objective evaluation and suggestions as to how their counselors can be more effective in the future. Many of their ideas were incorporated into the written proposals. Copies of these proposals will be attached to the end of this report.

(d) Recommendations leading to increased effectiveness of future workshops.

80% of the participants were unanimous in believing that this type of institute be funded in the future, it should be expanded to three weeks, a very hard effort be made to have the consultants be of Mexican American background, students who have dropped out be used also, more Mexican-American parental involvement.

The Barrios of Tucson should be visited, more time should be allowed for contact by the students and adult participants, students should be paid on the same days the adults are so they can afford to participate in activities with the group, a larger representation by more employment groups and programs , more cultural information should be provided.

(e) What plans or programs have felt a change or are in the process of being changed.

Formal and Informal Programs the Resulted

-Semi-weekly meetings of counselors and others to keep posted on events and new ideas thru speakers (Tucson High)
-Pictures and slide presentation of Mexican-American culture at Cholla and at east-side schools by Cholla students
-Manny Quevedo went to many Mexican-American homes to find out why students drop out and why potential drop - outs were not interested in school (Tucson High)
-Career awareness program at Pueblo exposed careers to students, especially those who are potential drop-outs. Career Center at Pueblo in the near future.
-Business Education and Industrial Arts areas are teaching toward job placement
-High School counselors should spend more time in the junior highs
-The knowledge that more options should be available for students (they are forced into things that are meaningless)
-Non-verbal test scores are being profiled now by TPS (a valuable piece of information in many instances)
-New Start at U of A is researching why students drop out and have problems
-Some students are "tracked" too early.
-See vocational training as an effective qay of going on to other opportunities.
-Don't become discouraged too soon, stay with the job

(f) The participants will develop an instrument to be used by them to tabulate and follow-up former students and graduating students as to the effectiveness of their program changes. Also this instrument will be used to better the effectiveness of future workshops.

EVALUATION INSTRUMENT

A Counseling Chicano Evaluation Instrument for Chicano Students and Counselors Who Are Involved with Counseling Chicanos Who Have Participated in a Summer Seminar Which Attempted to Increase Perceptual Awareness and Change in Certain Areas.

Check One: Student ____ Counselor ____ Teacher ____ Other ____ (indicate)

	Areas	(Circle One) Awareness & Change				
		Much A	Some B	Little C	None D	Not Observed E
I.	**Personal Change**					
	a. Students become aware of others as unique humans and become aware of the critical problems of their own ethnic group members and others...	A	B	C	D	E
	b. Seminar was a stimulus for self improvement.....	A	B	C	D	E
	c. Students sought out counselors and teachers more frequently.....	A	B	C	D	E
	d. Students became aware of the need to "match" students and teachers..	A	B	C	D	E
	e. Parents, teachers, and administrators are hearing what students say	A	B	C	D	E
II.	**Formal and Informal Programs**					
	a. Counselors set up in-service meetings to become aware of the image that they are presenting and keep themselves posted on current ideas (students are involved in this)...	A	B	C	D	E
	b. Student participation has been expanded thru publicizing minority cultures, researching drop-outs and lack of motivation, and emphasizing Career Education.....	A	B	C	D	E

c. Teachers are using Career Education sources and speakers in their subject matter area..... A B C D E

d. Students and counselors are involved in elementary and junior high-visitation to acquaint that level with the high school know-how..... A B C D E

e. New tests are being explored to get at the unique potential of students A B C D E

III. What Should Be Changed

a. All students become aware of the politics and philosophy of the school and of teachers so that they can succeed..... A B C D E

b. Tutoring session is handled during the class hour by the teacher or by a concerned student..... A B C D E

c. Parents and teachers become aware of the community school and other educational possibilities (the need for continuous revitalization) A B C D E

d. A more human atmosphere is developed in the school..... A B C D E

e. Scholarships, financial aid, BEOG, vocations, etc. are publicized..... A B C D E

(g) A continuous evaluation of the project will be conducted during the two-week institute and at the end of the program. Results and recommendations from these evaluations will be included in the director's final report.

At the end of each day, the participants were asked to evaluate the day's sessions by free response. Most of the comments were positive and whatever changes were suggested were made within the time allowable. At the end of the two-week institute a formal evaluation was made and tabulated, this is included at the end of this report.

It must be noted that immediate results of the institute will not be totally available; but in a program of this type, the results may not be evident until programs have the opportunity to make the changes necessary to become effective career guidance programs.

RATIONALE

Eighty percent of our students do not have saleable skills upon leaving high school. Yet, eighty percent are involved in Agriculture Industries, Home Economics, Distribution of Goods and Services, Health and Trade and Industrial Occupations.

For every ten pupils entering first grade (nationally), 8.0 will enter high school, 7.7 will graduate from high school, 4.2 will enter college, and 2.11 will earn a degree.

The entire educational structure of our country is currently being challenged by many sectors of our society. Sudents in general are demanding a more "relevant" education. Chicanos, among other minority students, in particular, are clamoring for equal education opportunities. They charge that minority students are systematically forced out of school or are channeled into ineffective vocational programs.

Public education falls short of meeting the needs of many students in our schools today. There appears to be an excessive emphasis on academic subjects rather than basic communication skills. Most counselors are better prepared to counsel the college bound rather than the non-college bound degree-oriented student, the result being that students receive little actual vocational guidance in a typical high school. Vocational gudiance activities can help young people make intelligent decisions regarding their eventual occupational destinations.

Some colleges and universities have responded by recruiting Chicano students and are attempting to provide academic programs which more closely correspond to their needs. But these institutions are few and reach only a very

small number of the Chicano student population. Obviously, more institutions of learning must accept the responsibility of actively recruiting Chicano students and providing them with meaningful academic programs. But until they do, it is the responsibility of the secondary and post-secondary schools to provide effective programs which will give information to these students regarding opportunities in the vocational fields, and to train them competently for the occupational world when they choose to prepare for it.

In general, educational personnel in vocational fields are aware of the potential value and untapped wealth the Spanish-speaking students represent. They recognize also the special needs, particularly as related to language, of many of the Spanish-speaking students. Consequently, there is an increasing willingness on the part of some os these instructors to provide more flexibility in program and schedule planning and to try other approaches to meet these special needs.

An approach using bilingual education would better help meet these needs and would also satisfy the demand for bilingual personnel in the various occupational fields. There are a large number of Spanish-speaking students and potential students who would profit immensely from vocational education if these special approaches and programs were available; and more important, if pertinent information and orientation concerning these programs were more effectively disseminated.

However, many Chicanos, like other minority students, are now overly sensitive about being channeled into voacational careers and frequently reject them altogether. Also, counselors who have been subjected to charges that they systematically force minority students into vocational programs understandable now hesitate to advise and guide Chicano students into voca-

tional programs.

At the heart of the problem is a national attitude that says vocational education is designed for somebody else's children. It has infected state governments to the point that they invest far more money in universities and colleges than they do for support of skill training for those whose initial preparation for the world of work precedes high school graduation.

General Summary of the Project

The basic objective of this project was to provide educational personnel in high schools with vocational and technical programs with a new perspective relating to counseling and guidance in those fields as related to Spanish-speaking students.

The institute was to make the participants more aware of the cultural differences and needs of the Spanish-speaking students and potential students, and provide a new orientation for special approaches and programs for vocational-technical education to meet the needs of Spanish-speaking students.

Approval to proceed with the project was given by the Arizona State Board of Education in January 1973, and plans were made to conduct the institute from June 19-29, 1973.

The original proposal called for the selection of fifty Counselors, Teachers, Supervisory and Administrative personnel. Criteria for the selection of participants was:

(1) Guidance, Counseling, Administrative, Supervisory and Teaching personnel representing schools that have a large proportion of minority students and offering extensive vocational programs.

When the original institute was planned and applications sent out in the spring of 1972; 75 applications were returned. This year, when applications were again sent out it was hope for the same number of applicants: In that case the postmark and the importance of the applicant to the outcomes of the institute were to be used to select the participants. The number of applicants was small enough to permit all who applied to participate in the institute.

Mrs. Muriel Tapman, of the EPDA office in Washington, D.C. suggested that we include in the institute participants from the states of California and New Mexico so that they in turn might offer similar institutes in the future in their own states. In addition it was suggested that in order for the institute to be more effective and establish a basis for the problems of the Mexican-American student; that 15 students representative of high schools with large minority populations be included in the project.

The students proved to be a valuable asset to the institute. They were able to make many personal observations during panel discussions and in group work. Many of the observations and suggestions will be of great help to the counselors and teachers, not only for Mexican-Americans but other students as well.

The students were able to understand that there are many duties a counselor has that do not allow him to be as available as they would like. But on the other hand, the counselors came to realize that the Mexican-American student because of his ethnic background is not likely to seek out a counselor and that the counselor should make himself more available to the student; by seeking him out

or by being on ampus where he can be seen by his students. Some of the students felt that a few of the adults were very close minded, but by the same token, some of the adults felt the same way about the students; and an institute of this type will not completely solve this problem.

In total, many of the adults and students were made aware of the fact that there are distinct and strong feelings by Mexican-American students as to the relevance of their school program and their future career.

Many adults were able to accept this and to offer suggestions as to how to better help their students in their respective high schools; while others were offended by the more vociferous participants and in turn labeled the institute a failure, which is to be expected in any program where there is a large group of people with different ideas and personalities.

The institute did open a door by which adults and students can meet on mutual ground and discuss problems and ideas that can be beneficial to both sides.

As one student expressed it:

> "I think I got a closer look at the teachers. I've realized they're human and have human needs! We can work hand in hand. I think we got something started."

Recommendations for Future Institutes

The only changes from this type of program would be:

1. Increase time to three weeks.
2. Make a concentrated effort to find Minority consultants.
3. Use students who have dropped out.
4. Use of Mexican-American parents.
5. Visits to local Barrios.
6. More time for group interaction.
7. Larger representation of employment.
8. Provide more cultural information.
9. Objectives should be defined early.
10. More varation in field trips.

Recommendations to Administering Bureau

The cooperation and help from all agencies was extremely valuable in the planning and execution of this project. It is hoped that future projects of this type will be funded.

The director's of the project would like to thank the following person for their help and assistance.

Mr. Frank Perazolli
U.S. Office of Education
Department of Health, Education and Welfare

Mrs. Muriel Tapman
U.S. Office of Education
Department of Health, Education and Welfare

Mr. Eugene Dorr
Superintendent for Career Education and
Director of Vocational Education
Arizona Department of Education

Mr. Robert Kerwood Ph.D.
Director of Professional Development
Arizona Department of Education

RESOURCE PERSONNEL FOR THE INSTITUTE

Alvarez, Delfina	-	Counselor: Pima Community College
Allen, Earl	-	Personnel Analyst: City of Tucson
Arcs, Art	-	Med Start Staff: University of Arizona Medical Center
Border, Barbara	-	Home Economics Specialist: Arizona Department of Education
Christenson, Arnold	-	Director of Food Services: University of Arizona Medical Center
Gonzales, Elizabeth	-	Director of Student Development: Pima Community College
Grass, Mel	-	Public Relations Department: Hughes Aircraft Company
Guerrero, Adalberto	-	Assistant Dean of Students: University of Arizona
Ingersoll, Roger	-	Administrative Assistant: Pima County Career Development Project
Kerwood, Dr. Robert	-	Director of Professional Development: Arizona Department of Education
Dean Lynch	-	Director of Public Relations: Duval-Sierrita Corporation
Montes, Fred	-	Director of Financial Aids: Pima Community College
Oyama, Henry	-	Director Bilingual-Bicultural Education: Pima Community College
Ponce, Jorge Perez	-	Director: Office of International Programs
Portillo, Ernesto	-	General Manager: Radio Station KXEW
Quesada, Adolpho	-	Reporter: Tucson Daily Citizen
Robertson, John	-	Director Personnel Services: University of Arizona Medical Center
Ronquillo, Armando	-	Counselor: Phoenix Union High School
Sanchez, David	-	Director of Testing: Pima Community College

STUDENT PARTICIPANTS FOR THE INSTITUTE

Alvarez, Frank	-	Pueblo High School
Alvillar, Angela	-	University of Arizona
Baron, Paul	-	Pueblo High School
Benitez, Christina	-	Tucson High School
Chiaffino, Manny	-	Pima Community College
Duarte, Yvonne	-	Cholla High School
Lopez, Eddie	-	Cholla High School
Munoz, Gloria	-	Sunnyside High School
Nunez, Rosa	-	Sunnyside High School
Parra, Eddie	-	Cholla High School
Peralta, Albert	-	Pueblo High School
Rivas, Josephine	-	Tucson High School
Shively, Lois	-	Pueblo High School
Ybarra, Charles	-	Cholla High School

ADULT PARTICIPANTS FOR THE INSTITUTE

Alvarez, Delfina	-	Counselor, Pima Community College
Barnhart, Mary	-	Teacher, Santa Rita High School
Campbell, Maynard	-	Counselor, Tucson High School
Dominguez, Gloria	-	Teacher, Tucson High School
Fuentevilla, Sotero	-	Instructor, Pima Community College
Gallego, Olivia	-	Teacher, Pueblo High School
Garcia, Eva	-	Counselor, Los Angeles Public Schools
Garcia, Francisco	-	Teacher, Los Angeles Public Schools
Gonzalez, Ruben	-	Counselor, Farminton, New Mexico Public Schools
Gonzales, Alfredo	-	Counselor, LULAC
Hamilton, John	-	Assistant Principal, Safford Junior High School
Leavell, Don	-	Teacher, Pueblo High School
McWilliams, Bob	-	Teacher, Sahuarita Public Schools
McWilliams, Susan	-	Pima County Career Development Project
McCarthy, Tom	-	Teacher, Pueblo High School
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Mueller, Barbara	-	Evaluator, Tucson School District #1
Munsinger, Marian	-	Teacher, Pueblo High School
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Thompson, Denise	-	Counselor, San Diego Public Schools
Welgand, Emanuel	-	Counselor, Farmington, New Mexico Public Schools
Zammit, Alfred	-	Coordinator, Tucson School District #1

FOLLOW UP WORKSHOP SCHEDULE

8:00 - 9:00	-	Registration, Coffee, Welcome
9:00 - 10:00	-	Review Basis for Institute, Review of Summer Project, Review of Objectives
10:00 - 10:15	-	Break
10:15 - 12:00	-	Review of Plans Submitted During Summer Workshop
12:00 - 1:30	-	Lunch
1:30 - 2:30	-	Review Program Changes Resulting Since Summer
2:30 - 4:00	-	Work on Evaluation Instrument

TENTATIVE SCHEDULE

JUNE

| TIME | | |

PILOT PROGRAM FOR ONE HIGH SCHOOL AND FEEDER
JUNIOR AND ELEMENTARY SCHOOLS

Needs Assessment:

1. Awareness of cultural background is needed.
2. Appreciation for cultural development is limited.
3. Awareness for career information is limited.
4. Appreciation for careers "is" limited.
5. Experience in career exploration is limited.
6. The "whole individual" concept is not being stressed.
7. Direct emphasis to the "self" and how he fits into the total environmental picture is lacking.
8. Lack of teacher and administrative understanding of ethnic differences.

Goals:

1.1. To promote cultural awareness.

2.2. To develop an appreciation for cultural background of the individual.

3.3. To provide career information.

4.4. To develop an appreciation for the world of work.

5.5. To provide experiences in career exploration.

6.6. To develop the "whole individual" concept.

7.7. To provide students with the concept of self-awareness.

8.8. To provide faculty and staff with the knowledge of ethnic and cultural differences.

Objectives:

1.1.1. 8% of the students will have a knowledge of their culture.

2.2.2. 80% of the students will develop an appreciation of their cultural background.

3.3.3. At least 95% of the students will be provided career information.

4.4.4. At least 55% of the students will develop an appreciation for the world of work.

5.5.5. At least 33% of students will be provided experience in the world of work.

6.6.6. All students will be provided an insight and appreciation of the "whole individual" concept.

7.7.7. 30% of the students will better understand themselves.

8.8.8. All teachers and staff members will realize and appreciate the ethnic and cultural differences in their schools.

Activities:

1.1.1.1. Audio Visual Aids - Cultural Awareness Fair including speakers - native folklore- costumes - food - exhibits - bulletin boards - parental involvement thru advisory committees - discussions with classes, crafts, etc.

2.2.2.2. Incorporate ethnic studies into their curriculum.

3.3.3.3. Career education will be emphasized K-12 by providing guidance centers - career development programs - cooperative education programs - field trips, speakers - seminars - audio-visual - work kits - incorporating it into the existing curriculum.

4.4.4.4. Bulletin boards - projects involving job experience.

5.5.5.5. Coop education programs - summer youth programs - school work experience programs - career development programs - teacher aids and communtiy volunteer programs.

6.6.6.6. Aptitude tests and interpretation - achievement tests and interpretations - interest inventory and interpretations - self-evaluation - counseling and guidance - group discussions academic interpretations.

7.7.7.7. Group guidance - youth organizations - class discussions - modle images - self-awareness program.

8.8.8.8. In-Service Program to make them aware of culture, language, habits, etc. - Preception checks - roll play - use of ethnic speakers - course to learn the language (conversational Spanish) or language development course. (Student involvement as resource people in all in-service activities).

Budget

The budget requried will depend on the school enrollment ($20.00 per child).

Evaluation

Follow-up of student careers selction after graduation with questionaire for the schools from elementary and junior high a pre-test and post-test.

Teachers and guidance counselors - community resource people evaluating program by written reports.

Dissmeination

The schools involved will present to the administrative staff and city-wide school districts a copy of the proposal and all pertinent data - summeries, evaluations, etc. for their use and consideration. State department will also be given this information.

Proposal submitted by:

Ruben Gonzales
John Hamilton
Richard Medina
Edward Parra
Lois Shively
Deanna Taylor
Al Zammitt

Problem

1. Students have the feeling that teachers, counselors, and administrative personnel have a superior attitude toward the student.

Goal

1.1. To achieve a common ground upon which a mutual relationship between students and faculty can exist.

Objectives

1.1.1. During the 1973-74 school year in-service workshops involving 100% of the faculty and 25% of the students shall be held to bring forth mutual understanding between the two factions.

1.1.2. At the end of the school year both faculty and students involved shall, in an open forum and written paper, voice their opinions of the effectiveness of the in-service workshops.

1.1.3. During the 1974-75 school year attempt to make corrections brought forth in the evaluative process from the 73-74 opionions of faculty and students for the proposed on-going program.

Activities

1.1.1.1. Mini-courses in Spanish taught to faculty by students.

1.1.1.2. Mini-courses in Spanish culture etc., taught to faculty by students.

1.1.1.3. Discussion groups between faculty, students, and community pertaining to concerns of the community.

1.1.1.4. Informal meetings between faculty and students.

1.1.1.5. Panel discussions by the students with faculty merely as observers and vice-versa.

1.1.1.6. Social gatherings of faculty and students away from campus.

1.1.1.7. Faculty field trips into the community.

1.1.1.8. Encourage community to extend invitations to faculty to enter students home.

1.1.1.9. Encourage teacher to call the absent student to show concern.

1.1.1.10. Encourage teachers to call the parents regarding students positive progress.

1.1.1.11. Encourage faculty and students to eat together.

1.1.1.12. Close faculty, student involvement to achieve community goodwill projects.

(28)

BILINGUAL RESOURCE CENTER

Goals:

1. To provide a source of bilingual materials to be used in K-12 by students and staff.

2. To provide 4 bilingual teachers to work with students and staff K-12.

3. To provide bilingual education in the community school program.

4. To provide Spanish speaking students with bilingual education for a period of 3 years.

5. To provide an advisory council to assist in development of curriculum relating to Spanish speaking students.

Objectives:

1.1. School staff will be made knowledgeable of bilingual resource materials during the 3 year period as evidenced by resource center staff and advisory council.

2.2. Four bilingual teachers will demonstrate bilingual materials and teach bilingual courses during the 3 year period as evidenced by the principals and advisory council.

2.3. The bilingual teaching staff will provide a 2 day workshop involving the school staff for orientation to the functions, objectives and programs of bilingual resource center.

2.4. The bilingual teaching staff will conduct surveys to determine the needs of Spanish speaking students before entrance into the bilingual program as evidenced by advisory council.

2.5. Progress reports on each student for each subject will be issued every nine weeks as evidenced by the principal and advisory council.

3.1. The adult community will develop skills in several academic areas including GED and citizenship by participating in the community school bilingual program as observed by the bilingual teaching staff.

4.1. Spanish speaking students in the bilingual education program will improve their command of the English language as evidenced by pre-post evaluations given by bilingual teaching staff.

5.1. The advisory council will serve as an observing and assisting body to make recommendations as observed by each school's principals.

Need Assessment - Chicano

a) It was determined from the bilingual material resource-center availability study done in June 1973 that virtually no bilingual educational materials were available.

b) It was found that 21% of the children entering school in 1973-74 will not be fluent in English, currently, 67% of the schools enrollment is deficient in English. A bilingual educational material center is needed to serve these students, teachers, and administrators.

Activities

1. Serving as a resource person and ten teachers in grades K-12.

2. Three bilingual teachers will carry a teaching load of three classes each. The balance of their time will be spent in study supervisory activities and enrichment programs.

3. A two day workshop conducted by the bilingual staff to orientate the entire staff and administration on the use, goals, and objectives fo the project.

4. The bilingual staff will develop a needs assessment tool to be used in each participating school.

5. The bilingual staff and advisory council will develop a pre-post evaluation instrument to be given to all students enrolled in the program.

6. The bilingual teachers will be responsible for teaching bilingual education in the community school.

PROJECT "RAP"

Needs Assessment

Not all teachers relate well to students and this is a problem that needs alleviation.

1. Teachers will meet with students on an informal basis in order to have better communication with each other.

1.1 Seventy percent of the teachers, as a result of participating in two rap sessions per month throughout the school year will have better understanding of minority cultures which will result in a 20 percent drop in referrals, suspensions and, idealistically, dropouts in the school.

1.1.1 Teachers will take two of their planning periods per month and meet with students on an informal basis in a comfortable lounge in the school. As a result of talking casually with each other, teachers and students will get to know each other as people.

1.1.1.1 The records in the registrar's office will be used to determine if the objectives have been met. The principal's secretary will keep a record of which teachers have signed up to use the lounge and remind those teachers who haven't to do so. A final report stipulating activities, budget summary, and objective evaluation will be written by the principal and disseminated to the school district's Research Department and interested principals. A student questionnaire will also serve as an evaluation device.

A budget would be needed in order to equip a room especially fro this purpose. The items needed are as follows:

Carpeting	$ 500.00
4 Sofas @ $300.00	1200.00
Large floor pillows	100.00
5 Bean bag Chairs	100.00
3 Coffee tables	100.00
8 Lamps @ $ 15.00	120.00
Drapes	300.00
8 End Tables @ $25.00	200.00
Coffee Perculator @ $15.00	15.00
Coffee Supplies	20.00
Vending Machines	

Soft Drinks
Candy

TOTAL $2,655.00

Calendar of Events

August	27	-	Orientation for Teachers (Project Initiation). Throughout first semester-Teacher is orienting students in their classes.
December	20	-	Informal rap room completed (schedule put up for teachers to sign up).
January	2	-	Start rap sessions with students. Secretary send reminder notices to teachers.
April	15	-	Monitor and detemine why non-participating teachers aren't involved (Principal).
June	2	-	Evaluation Report Due (Principal).
September		-	Begin program for second year.

Needs Assessment-(problems) Chicano

1. Drop-out level is high.

2. New work opportunities for Chicanos.

3. More Chicano role models.

4. Anglos and Chicanos more aware and sensitive to the problems.

5. Bilingual-bicultural teachers.

6. Classroom more reflective of children's background.

7. Underteaching the Chicano student.

8. Chicano has unused potential.

9. Role of the counselor.

Goals

1.1. To lower the drop-out rate.

2.2. To make Chicanos aware of work opportunities.

3.3. To develop an affirmative program of hiring Chicano teachers (certified)and others (classified).

4.4. To make non-Chicanos aware of the Chicano plight.

5.5. To train Chicanos and others in bilingualism and multiculturalism.

6.6. To make classroom and curriculum more reflectiv of children's background.

7.7. To find means of understanding and motivating.

8.8. To assess capabilities in non-traditional ways.

9.9. To have counselor spell out his role to the Chicano.

Objectives

1.1.1.	Fifty percent fewer students will drop out (high school) during the school year 1973-74.
2.2.2.	Career education will be developed through Career Information Center and group guidance contacts (counselor).
3.3.3.	The professional organization will pursue this by committee work and negotiation procedure.
4.4.4.	Cultural awareness groups will be set up (in-service to pre-service).
5.5.5.	State departments and colleges of education will be encouraged to include bilingualism-biculturalism in training program.
6.6.6.	Curriculum groups and departments will be contacted to stress the importance of environment on learning.
7.7.7.	Faculty meetings addressed by community leaders, parents, students toward understanding and motivation.
8.8.8.	City testing service will explore non-traditional ways of assessing potential and achievement.
9.9.9.	The Chicano will develop an understanding and appreciation of the counselor's role and learn other sources of information and help.

Activities

1.1.1.1.	More relevant courses, field trips, on the job training courses, teachers take a personal interest in student, involve parents (raise their expectation), rotate teachers, personal growth and career sessions conducted by counselors, Mexican history and culture for all students.
2.2.2.2.	Set up a calendar of group guidance activities inviting career models reflective of ethnic groups, broaden coop education.
3.3.3.3.	Put on as a negotiation item.
4.4.4.4.	Set up a two week cultural awareness workshop, i.e., historical and cultural differences, perceptual check lists, etc.

5.5.5.5. Establish bilingual-bicultural workshops, learn to teach your subject in Spanish and then do it (write objectives).

6.6.6.6. (Stricter certification in this area) workshops. Begin to use Chicano models on bulletin boards. Use "now" people for models.

7.7.7.7. Develop group teaching and learning. Mexicans are group-oriented. Exploit group field dependency of Mexican life style.

8.8.8.8. Valid testing to determine the abilities and achievement of Chicano individual evaluation that takes into account more than the test score.

9.9.9.9. PR work needs to be done on the changing role of the counselor, through group guidance and family groups.

INSTITUTE FOR EDUCATIONAL PERSONNEL
IN VOCATIONAL PROGRAMS FOR CHICANO STUDENTS

EVALUATION FORM

Job Title Check One

Administrator ____ Vocational Supervisor ____ Counselor ____
Teacher ____ Student ____

Check one I. INSTITUTE (Use this rating system)

____ 1. Little or none

____ 2. Somewhat less than most institutes

____ 3. Average institute

____ 4. More than most institutes

____ 5. Better than most or all

A. Were you provided experiences that will increase your competancies with Chicano students?
_____1 _____2 _____3 _____4 _____5

B. Were you provided with information that will provide a working knowledge of career information of requirements, education training, interests, personal and other employability skills required to enter the job markets. You were exposed to at the institute.
_____1 _____2 _____3 _____4 _____5

C. Were you provided with a working knowledge of cultural information about Chicanos in the Southwest that will change your teaching guidance, counseling or administrative approaches or attitude towards Chicano students.

_____1 _____2 _____3 _____4 _____5

D. Did the institue provide you with experiences that indicate the need for bilingual personnel in all phases of industry in the Southwest.
_____1 _____2 _____3 _____4 _____5

E. Rate the overall effectiveness of the institute in accomplishing objectives for which it was designed.
_____1 _____2 _____3 _____4 _____5

GROUP: Administrators

NUMBER: 4

RATINGS

ITEM PERCENTAGE AVERAGE OR BETTER RATING

A 100%
B 75%
C 75%
D 75%
E 75%

ITEM		1 LITTLE OR NONE	2 LESS THAN MOST	3 AVERAGE	4 MORE THAN MOST	5 BETTER THAN MOST	TOTAL NUMBER OF RESPONSES
A	#				4		4
	%				100%		
B	#		1	2	1		4
	%		25%	50%	25%		
C	#		1		2	1	4
	%		25%		50%	25%	
D	#	1		2		1	4
	%	25%		50%		25%	
E	#		1		3		4
	%		25%		75%		

GROUP: STUDENTS

NUMBER: 9

RATINGS

ITEM PERCENTAGE AVERAGE OR BETTER RATING

A 88.8%
B 66.6%
C 87.5%
D 100%
E 87.8%

ITEM		1 LITTLE OR NONE	2 LESS THAN MOST	3 AVERAGE	4 MORE THAN MOST	5 BETTER THAN MOST	TOTAL NUMBER OF RESPONSES
A	#		1		6	2	9
	%		11.1%		66.6%	22.2%	
B	#	2	1	2	3	1	9
	%	22.2%	11.1%	22.2%	33.3%	11.1%	
C	#		1	3	2	2	9
	%		12.5%	37.5%	25%	25%	
D	#		3	3	2	4	9
	%		33.3%	33.3%	22.2%	44.4%	
E	#	1	1	1	4	2	9
	%	11.1%	11.1%	11.1%	44.4%	22.2%	

GROUP: COUNSELORS

NUMBER: 5

RATINGS ITEM PERCENTAGE AVERAGE OR BETTER RATING

A 100%
B 100%
C 80%
D 100%
E 80%

ITEM		1 LITTLE OR NONE	2 LESS THAN MOST	3 AVERAGE	4 MORE THAN MOST	5 BETTER THAN MOST	TOTAL NUMBER OF RESPONSES
A	#			2	1	2	5
	%			40%	20%	40%	
B	#			1	3	1	5
	%			20%	60%	20%	
C	#	1		1	3		5
	%	20%		20%	60%		
D	#			2	1	2	5
	%			40%	20%	40%	
E	#		1		4		5
	%		20%		80%		

GROUP: TEACHERS

NUMBER: 10

RATINGS ITEM PERCENTAGE AVERAGE OR BETTER RATING

A 88.8%
B 100%
C 88.8%
D 80%
E 80%

ITEM		1 LITTLE OR NONE	2 LESS THAN MOST	3 AVERAGE	4 MORE THAN MOST	5 BETTER THAN MOST	TOTAL NUMBER OF RESPONSES
A	#	1		2	5	1	9
	%	11.1%		22.2%	55.5%	11.1%	
B	#			3	4	3	10
	%			30%	40%	30%	
C	#	1		3	2	3	9
	%	11.1%		33.3%	22.2%	33.3%	
D	#	2		1	2	5	10
	%	20%		10%	20%	50%	
E	#	1	1	2	3	3	10
	%	10%	10%	20%	30%	30%	

GROUP: TOTAL (ALL RESPONDANTS)

NUMBER: 28

RATINGS ITEM PERCENTAGE AVERAGE OR BETTER RATING

A 92.5%
B 85.7%
C 84.7%
D 89.2%
E 78.5%

ITEM		1 LITTLE OR NONE	2 LESS THAN MOST	3 AVERAGE	4 MORE THAN MOST	5 BETTER THAN MOST	TOTAL NUMBER OF RESPONSES
A	#	1	1	4	16	5	27
	%	3.7%	3.7%	14.8%	59.2%	18.5%	
B	#	2	2	8	11	5	28
	%	7.1%	7.1%	28.6%	39.3%	17.8%	
C	#	2	2	7	9	6	26
	%	7.7%	7.7%	27%	34.6%	23.1%	
D	#	3		8	5	12	28
	%	10.7%		28.6%	17.8%	42.8%	
E	#	2	4	3	14	5	28
	%	7.1%	14.3%	10.7%	50%	17.8%	

SELF - EVALUATION

1. What one different and measurable objective will I accomplish by this Friday, June 29 to become a more adequate counselor, teacher, administrator or educator for Chicano students?

2. What two (2) different and measurable objectives will I accomplish to become a more adequate counselor, teacher, administrator etc., for Chicanos?

3. What five (5) objectives, that are different and measurable, will I perform to become a more adequate counselor, teacher, administrator etc., for Chicanos, by next (Fall 73) school year?

MISCELANEOUS

F. Which part of the institute was most helpful? why?

G. Which part was least helpful? Why?

H. In what way(s) has your attitude or behavior changed?

I. Do you have any suggestions or additional comment?

J. How do you feel about and how would you rate the use of students in this institute?

GENERAL COMMENTS

General comments were solicited from the participants at the end of the two week institute.

Representative comments by the adult participants were:

"Was all very informative, especially to the students and young teachers."

"The two week institute was very well organized and it is obvious that much work has gone into the project."

"The student involvement was very good, and I learned about their feelings and how I can better work with Chicano Students."

"As a result of the field trips, I feel I have a better knowledge of job opportunities and where bilingual personnel is needed."

"The institute which included student participants was helpful in pointing out the communication gap between students, particularly Chicano students, teachers, and counselors."

"I believe the institute was of great value to me and I would be willing to participate in future institutes and encourage other teachers and counselors to attend."

"The institute has made me more sensitive to student needs and values."

"Cultural information was well presented, structurally and unstructurally."

"Thanks to the Pima County Career Development presentation, I have finally gotten some really good insights on careers."

"The one thing I have go out of this is a better understanding of Chicano students and some new ideas on how to give them better instruction."

"I had not realized the problems facing the Mexican-American student."

"Career ladders were shown by all resource speakers."

"What I will remember foremost about the conference are the problems faced by the Chicanos. I learned more about the Chicano culture and self-concept these two weeks than I ever have before."

"The institute would have been even more helpful if it would have been able to have a greater cross section of students, specifically <u>students who did not make it</u>."

Some general comments made by the student participants were:

"It was great to know that teachers are human and to show their concern."

"I think this type of program should be continued through the years."

"During the two weeks I learned different things: 1. Some people are very close-minded, 2. People were sympathetic, 3. Valuable information to take back and try to use, 4. Some people really opened up."

"During the two weeks I really understood the teachers and counselors more, if I had known in high school what I know now probably things would be different."

"I think we got something started."

"I feel that the teachers and counselors here are really interested in the Chicano student. It's a shame that not one counselor from my school was here and if this program is offered again next year I will try to make our counselors attend."

"The teachers and counselors here are the ones that don't really need this, the ones missing are the ones that need it."

"There were a lot of things some of the teachers thought that I didn't like, but now that they have been exposed to our feelings, I think that they will be better equipped to help out our students and faculty."

"One regret I have is that two weeks was not long enough to complete every thing."

"Teachers were not setting a good example on tardiness."

"Teachers were debating among themselves."

"Chicano students from the East side high schools should be included so we could compare problems."

"At the beginning of the institute, many teachers thought our feelings were not important. Taling to them in our groups, I saw why and from there we were able to converse with each other on an equal level."